CEGEPS AND COLLEGE EDUCATION IN QUÉBEC

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Québec

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Foreword

Among the changes born of the Quiet Revolution, the creation of an intermediate type of education between secondary and university education is one of the most innovative and important.

In 1986-87, forty-four Colleges of General and Vocational Education (Collèges d'enseignement général et professionnel — Cegep) spread across the province of Québec provided college-level education to 136,356 regular students. In addition to these students, some 161,607 students were enrolled in continuing education programmes. College education was also being offered to 23,175 students by 51 approved private institutions. All in all, in 1986-87, services in the area of college education will have entailed costs of close to 1 billion dollars for the Québec population.

These figures indicate remarkable growth in terms of accessibility to education. In the course of one generation, Québec has made enormous strides in the area of schooling. Not only has the objective of making secondary education available to everyone been achieved, but there has also been remarkable progress in access to college education. Colleges have become an important component in Québec's educational network. In areas where they are established, they also play a primary role in the cultural and social life of the community.

Where exactly does college education fit into Québec's school system? What exactly is the aim of college education in relation to secondary education and university education? What are the main characteristics of this level of education, that has no counterpart anywhere else? How do the structures of Québec's college education system compare with those of other Canadian provinces, and even with those of other countries? What are the advantages and disadvantages for students? What is taught in Québec's colleges? What role do these public institutions, commonly called Cegeps, and private institutions play in this area? How is one admitted to a college-level educational institution? What diplomas are granted?

So many questions that are concretely answered every day in the normal operation of Québec's college network, but for which there was not until now a comprehensive official answer. There is abundant documentation on the college education system. However, attempts to find a publication describing the entire system in a comprehensive, clear and complete fashion were in vain.

This publication seeks to correct this deficiency. In a concise and clear form, the authors give a general outline of the evolution which has taken place over the past twenty years. They provide an exact description of the structures and actual functioning of Cegeps. They clearly summarize the services offered to the population by Cegeps. Thanks to this publication, we have, on this the 20th anniversary of the Cegep system, an objective and reliable information tool on the work accomplished by these institutions.

Claude Ryan
Minister of Higher Education and Science

December 1987

1. The School Reform in Québec During the 1960s

To better understand the current position of college education in Québec's educational system, it is necessary to go back to the beginning of the reform which took place in the 60s. The need for this reform, its objectives and its issues were the subject of a systematic evaluation by the Royal Commission of Inquiry on Education in the Province of Québec, whose work between 1961 and 1966 led to the Parent Report. This Commission confirmed, in light of the main geographical, historical, demographic and cultural factors, the pertinence of the school reforms initiated at the end of the 1950s and the urgent need to undertake new initiatives, namely in college education.

Among the main factors dictating the need for reform were, first, the demographic growth stemming from an increase in the birth rate and immigration, and Québec's industrialization and urbanization. The disparity noted between the level of education of Québec's population and that of other modern societies was also a determining factor.

Observers of the Québec reality in the 60s agreed that there were fundamental problems in the educational system which could be solved in the following three ways:

— increase the level of education of the francophone population and develop post-secondary education;
— provide Québec with highly trained technicians, as required by a modern society that is industrialized and geared towards services;
— consolidate the responsibility for, and location of, educational institutions and improve access to higher education.

Lastly, the Royal Commission of Inquiry on Education in the Province of Québec recommended that the State take charge of education.

In the area of college or post-secondary education, the Québec government responded by creating a broad network of public institutions: Colleges of General and Vocational Education, or Cegeps.

2. The Reform of College Education: the Creation of Cegeps

On June 29, 1967, the Québec National Assembly adopted the General and Vocational Colleges Act, by which the Minister of Education delegated to public corporations the responsibility for offering college-level general and vocational education in institutions financed by the Government. Since December 1984, college education has fallen under the jurisdiction of the Minister of Higher Education and Science.

The Cegep's Status

The Act provides the college with a public corporation status, which means that it is run by a legal entity, that is a board of governors, responsible for the management of its property and the fulfilment of its educational mission.

The Cegep's Mission

By virtue of the Act, the college's mission is to provide college-level general and vocational education. Once familiar with the background and general context of Québec's educational system, it is easier to understand what college-level general and vocational education really is.

Structurally, college education immediately follows the end of secondary studies. It precedes, as the case may be, the beginning of university studies at the Bachelor's level or entrance into a labour force if a graduate wants to work as a technician or technologist. It was defined as follows:

> "Pre-university and professional* studies shall include the subjects required for admission to university courses or to an occupation recognized as requiring training at the technical level".
>
> "The programme of studies shall extend over a period which may vary from two to three years according to the requirements for the university courses or the occupations to which it gives access".[1]

The two-year general or pre-university education borrowed from the offerings of classical colleges or universities. The three-year vocational or technical education was created from programmes offered by commercial schools, technology institutes, schools of nursing, teacher training colleges, etc.

* Vocational or technical

1. *Regulation No. 3 Respecting Pre-University and Professional Studies*, Order-in-Council No. 591, March 30, 1966. The Government's adoption, in 1984, of the Regulation Respecting the Basis of College Organization maintained identical provisions, though better defined.

From the merger of these various institutions and the pooling of their human and physical resources, stemmed, in the course of seven years, the network of 44 Cegeps now in existence. All public colleges provide, in variable proportion, both general and vocational education

Private Colleges

The State taking charge of college education did not bring about the end of private colleges. In fact, under the Act Respecting Private Education, adopted in 1968, there are three types of private institutions: institutions of public interest, institutions that are recognized for purposes of grants, and institutions that have teaching permits. Only the two first, that is to say 51 institutions, are financed directly by the State, though to a lesser degree than public institutions. The range of programmes offered by these institutions is generally more limited. Some offer general programmes as well as a few vocational programmes; others offer only one or a few vocational programmes. A single Act governs private education, be it primary, secondary or collegial.

Institutes and Specialized Schools

Years ago, some Government departments offered college education in fields within their own jurisdiction: Cultural Affairs, Agriculture, Fisheries and Food, and Tourism, among others. These Departments have continued their training activities, which have a purely vocational orientation. Today there are 11 such institutions. Their programmes conform to those of Cegeps and these institutions apply the same Regulation Respecting the Basis of College Organization.

Regardless of their legal constitution, these institutions have as a common denominator the mandate to offer, within the province of Québec, programmes and courses approved by the Minister responsible for college education. Thus, all college programmes have the same characteristics and meet the same prescribed requirements.

Financing of College Education

As is stipulated in the Act, a public college or Cegep "shall not require any remuneration for courses given to a student whose principal occupation is to receive there personally the general or vocational instruction at the college level".[2]

2. *General and Vocational Colleges Act*, R.S.Q. Chapter C-29.

For the full-time student, such education is free. The State gives the college an annual budget calculated mainly on the average cost per student. This subsidy, which covers almost all expenses, is weighed by factors such as the number of teaching hours, laboratories and equipment, etc.

The State also partly finances private institutions that are declared to be of public interest and those recognized for purposes of grants; tuition fees here make up the difference. Private institutions that have only a teaching permit do not receive any financing from the State.

The eleven institutions that fall under other departments, academies and institutes, are entitled to financing similar to that granted to Cegeps by the ministère de l'Enseignement supérieur et de la Science.

Through the Student Loans and Scholarships Act, the Government further contributes to facilitating access to education. Students who make a request, if they meet the criteria established in the Act, are granted an annual loan and at times eventually a bursary.

3. College Education in Québec's School System

A student registers for primary education at the age of six and studies at this level for six years. This section of education is divided into two equal sequences of three years. Generally, the child finishes at the age of 12 or 13.

The student then moves on to general secondary studies which last five years, and are also divided into two sequences of three and two years respectively. In some cases, particularly for students who are learning a trade, the second sequence can be shortened or lengthened by one year.

The student usually finishes his five years of secondary studies at the age of 17 or 18. He receives a Diploma of Secondary Studies which is awarded by the Minister of Education. This diploma is the basic entrance requirement for admission to college studies. Depending on the college programme chosen, certain specific courses must be passed at the secondary level.

General college studies, for the student who wishes to go to university, last two years, at the end of which the student is usually 19 or 20 years old. Three years of vocational studies mean that the student is 20 or 21 years old at graduation. In both cases, if he succeeds, the student is awarded a Diploma of College Studies — General or Vocational — by the Minister according to the college's recommendation. At the secondary level, there are a number of provincial exams prescribed by the Minister of Education; at the collegial level, the institutions themselves are responsible for exams.

Any student who has a Diploma of College Studies, whether General or Vocational, is theoretically eligible for admission to university. In some cases, in order to pursue his choice of university studies, the student must

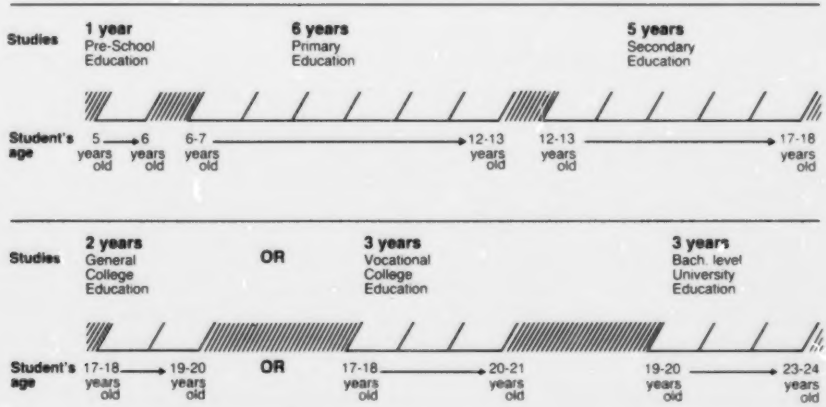
also have passed a certain number of specific courses. Although the General Diploma of College Studies is the normal route to university, more and more graduates with a Vocational Diploma of College Studies are proceeding to university.

Generally speaking, a Bachelor's degree takes three years. A Master's degree usually requires two more years and Doctorate studies, leading to a Ph.D., last an additional three years.

Chart 1

Collegial education in the student's educational path in Québec

Correspondence between the age of the student and the beginning and the end of each step of his education, from pre-school education to Bachelor level university studies



4. Québec's College Education compared With Other Systems: Ontario, United States, France

In most other Canadian provinces, a student, on finishing his secondary education, after 12 years of schooling, goes directly to university where he enrols in a Bachelor's programme which takes approximately four years.

For a student who wishes to acquire technological training, similar to that offered by Cegeps, the path to follow is that of Colleges of Applied Arts and Technology (C.A.A.T.) whose programmes run for two or three years after secondary school. It is important to point out that because of the North American and Anglo-Saxon context, the terms "technique" and "technology" as well as "technician" and "technologist" are used in Québec to describe vocational programmes and the graduates of these programmes.

The following comparisons with Ontario, the United States, and France illustrate the originality of Québec's pre-university educational system.

These comparisons are not comprehensive; they do not take into account all the various individual paths, but deal mainly with the most popular educational routes.

Comparison in the Duration of Compulsory Education

In Québec, Ontario, France and the United States, compulsory studies have the same duration. A student starts at the age of 6 and finishes at the age of 16.

In Ontario, a student begins his primary studies, which last eight years, at the age of six and which lead him, at the age of 13 or 14, to secondary studies lasting four years; the student therefore finishes when he is 17 or 18. Upon graduating from high school, the student can undertake university studies or enrol in a C.A.A.T. for two or three years. He is then 19 or 20 years old.

In the United States, a student starts primary school at the age of six and finishes, depending on the State, after six or eight years. He is then between 12 and 14. Secondary education requires four or six years of study, depending on the duration of primary school. In both cases, whether secondary education is carried out in a high school, or in a junior or senior high school, the student finishes when he is about 18 years old, after twelve years of schooling as is the case in Ontario. He may then undertake university studies, either in a junior college — for two years —, or in a four-year college or liberal arts college. In the last two institutions, a Bachelor's degree takes four years.

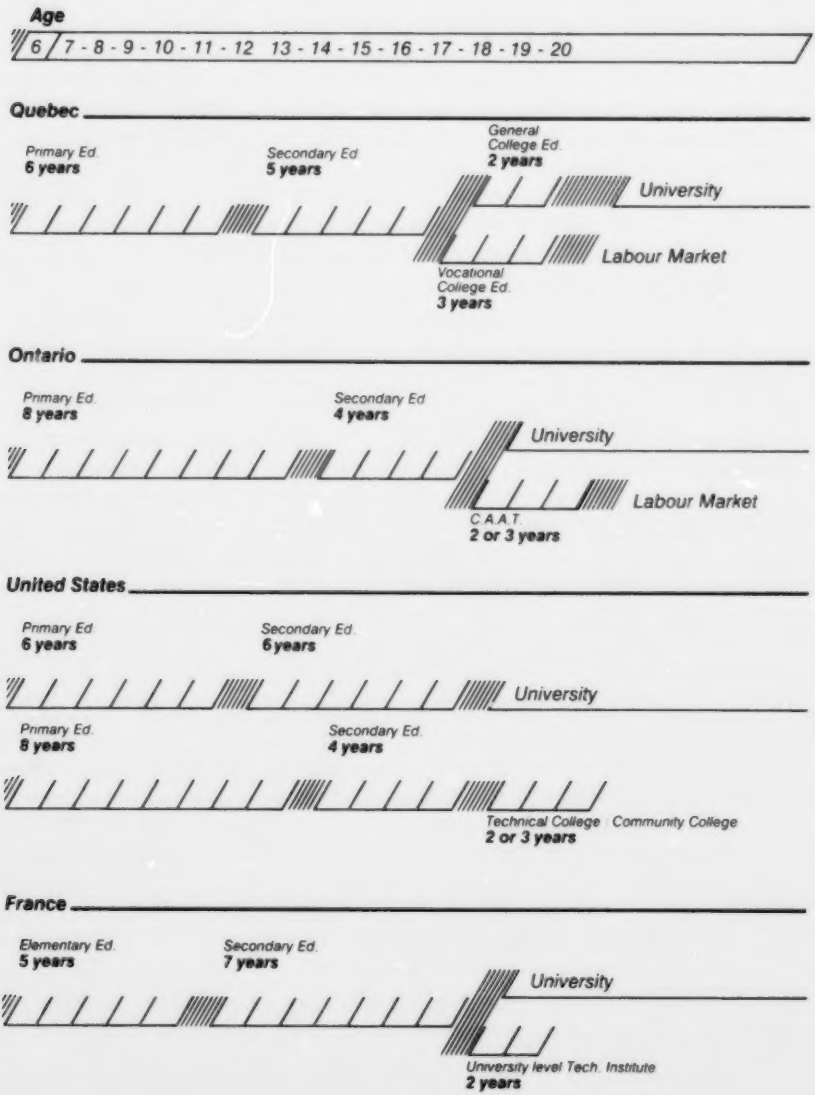
Technical training is acquired in a community college or in a technical college. The programmes offered by these institutions last three years. Often

the community college, like the Cegep, combines both professional training and pre-university education.

In France, at the age of six, a student begins his elementary schooling which lasts five years. He finishes at the age of 11 or 12. The second level is divided into two sequences. The first one is carried out in a college and requires four years: upon completion, the student is about 15 years old. The second sequence, which last three years, is carried out in a **lycée** for the student seeking general training in preparation for higher education in a university or in a professional training college; or in a college of technology for the student pursuing a certificate of senior technician. The **lycée**, like the college of technology, also provides access to university-level technology institutes. At the end of his **lycée** studies, the student is usually about 17 years old.

Chart 2

Comparative chart of pre-university systems showing the duration of educational levels and the age of students: Québec, Ontario, United States and France.



From these comparisons it is apparent that Québec has created a unique model of college education where a single institution, the Cegep, systematically admits both the student who wishes to later pursue university studies and the future technician.

At the end of his two years of general education, the student can enrol in university to pursue a Bachelor's degree which takes three years.

The technical training that the Cegep provides after secondary level or compulsory schooling, is like the one offered by post-secondary institutions such as a community or technical college, a college of applied arts and technology.

Thus, regardless of the duration of general and vocational college education, a Québec student finishes his university or technical studies at the same age as a student enrolled in the other educational systems listed in the comparison.

5. Characteristics of Québec's College Education

Coexistence of Pre-University and Technical Education

Initially intended as an educational environment for 17 to 20 year olds, the Cegep not only had to bring together young people wishing to pursue university studies as well as future technicians, but it also sought to promote a stronger feeling of belonging to the collectivity. The object of democratization advocated by the Parent Report gave rise to solidarities around the same values in situations of shared learning. Indeed, the mastery of the language, the development of a critical mind, the adherence to democratic values, the feeling of belonging to a community and the concern for personal balance were to be rooted in all programmes, whether general or vocational. The Cegep was meant, as it were, to better reflect the Québec society. This is why it brought together candidates for university studies and future technicians.

Coexistence of Public and Private Systems

The main consequence of the Cegep's creation was not to be the replacement of a private network with a Government network, but rather the reversal of the trend to leave only to private institutions the responsibility of fulfilling the objective of greater accessibility to post-secondary education.

Presence of French-Speaking and English-Speaking Communities

The creation, in Montréal, of four English-speaking Cegeps, one with regional campuses and the addition of English-speaking campuses to French-speaking Cegeps in outlying areas, have allowed the needs of the English-speaking community, centered mainly in the Montréal area, to be served.

Youth and Adults Together

In addition to admitting adult students into regular programmes offered during the day to young students, Cegeps offer programmes specifically aimed at adults or persons who, having interrupted their education, wish to resume it on weekends or in the evenings. There are in the Cegeps almost as many part-time students registered in programmes offered by continuing education as there are full-time students in regular programmes. This is a unique occurrence in Québec, compared with the other Canadian provinces. It should be pointed out that in Québec the term regular education means full-time studies during the day.

6. College Education Programmes

Educational Activities

The college offers mainly educational activities. These activities come in the form of courses measurable in "credits". A combination of courses, within "an integrated set leading to the achievement of general and particular educational objectives",[3] is a programme. The student who meets the requirements of the courses within his programme will be granted a diploma.

The Regulation Respecting the Basis of College Organization provides for State courses and programmes as well as institutional courses and programmes. The main difference between these two types of activities depends most often on the target clientele: regular education students and continuing education students. Other educational activities can be offered by the colleges. They are commonly called "in-house programmes".

Course

A course is defined as «an organized set of learning activities of set duration, to which are attached credits and which are intended to achieve educational objectives. It is defined in terms of particular objectives, content, teaching methods, teaching aids and methods of evaluating learning".[4]

Depending on whether the programme comes under the jurisdiction of the Minister (State programme) or the college (institutional programme), it is made up either of courses developed by the Minister, or of courses designed by the college and approved by the Minister.

3. Regulation Respecting the Basis of College Organization, R.S.Q., c. C-29, a.18.
4. Regulation Respecting the Basis of College Organization, R.S.Q., c. C-29, a.18.

Credit

A credit is a unit equivalent to 45 hours of learning activity. Usually, in a semester — a period of approximately four months or 82 class days —, a student will acquire 15 credits. A 60 credits programme requires two years or four semesters of study, and one of 90 credits, three years or six semesters. The course and the programme are realities measurable in credits. Moreover the idea of credit is used to decide if a student should be considered full-time or part-time, which affects his right to free tuition and his eligibility for a loan or bursary.

Publication of Programmes and Courses

All State and institutional programmes and courses are listed in a College Programme Catalogue which is approved and published by the Minister.

Pre-University Programmes

There are five general collegial programmes that lead to a Diploma of College Studies and prepare the student for university studies. These are the Science, Social Science, Languages and Literature, Music and Creative Arts programmes. They are different in their respective outcomes and admission requirements to university programmes.

The requirements of universities also give rise to special arrangements within the same general collegial study programme. Thus, the pre-university Science programme can take on two orientations resulting in different course groupings, depending on whether the orientation is towards university Pure and Applied Science studies or Health Science studies.

The pre-university Social Science programme allows for a broad choice of paths, given the possible course combinations within numerous disciplines. However, in reality, the main difference rests with the presence or absence of Mathematics in the student's programme, depending on the requirements of the university programmes. For example, students who intend to pursue Administration must add mathematics courses to their programme.

Recently, new orientations have been adopted for the Social Science programme, which draws approximately one-fourth of the entire college clientele. These provide for a strengthening of inter-disciplinary education and the addition of two compulsory courses, the first on Quantitative Methods and the second on the Methodology of Social Sciences. On the other hand, the number of course choices in the various disciplines of the programme will be reduced.

The Languages and Literature programme, as its name implies, offers a combination of courses aimed at the mastery of this area. The student may

also further study his own language and literature and master one or many other languages and cultures.

In addition to an education in music, the Music programme requires the mastery of at least two musical instruments. This programme leads the student to university-level music schools.

Lastly, the Creative Arts programme seeks to provide an education in the field of creative arts or to prepare the student for Fine Arts university programmes.

Vocational Programmes

All other programmes fall within vocational training and seek either to directly prepare young students for the job market, or to retrain or upgrade individuals who are already in the labour force.

Over 130 programmes, divided into five technology groups, lead to a Diploma of College Studies in Vocational Training. These are divided as follows:

Biological Science	41 programmes
Physical Science	44 programmes
Social Science	9 programmes
Administrative Science	15 programmes
Applied Arts	23 programmes

There are 71 programmes that lead to a Certificate of College Studies. Intended for persons who have already dropped out of school, these programmes closely match, in terms of credits as well as content and objectives, the technical or specialization part of programmes leading to a Diploma of College Studies in Vocational Training.

Moreover, persons who already have a Diploma of College Studies in Vocational Training or a Certificate of College Studies can register for any one of the 24 programmes leading to a Diploma of Advanced College Studies.

Institutional Programmes

As for the colleges, they can offer close to 200 institutional programmes that have a strictly vocational orientation and are sanctioned by an Attestation of College Studies which is awarded by the colleges. These short-term programmes (about one or two semesters), are aimed at persons who have been out of the labour market for some time and at workers in an industry or industrial field requiring specific training.

The recognition of prior learning and the pursuit of education are encouraged in two ways. First, the student who has acquired a Certificate of

College Studies can have the acquired credits applied towards a programme leading to a Diploma of College Studies. Also, training equivalences can be recognized for the person who, through experiential learning activities, meets the educational objectives of a course. It is up to the college to put these measures into practice.

Lastly, the college may recommend that a Diploma of College Studies be awarded to the student who has successfully completed, in addition to the compulsory and complementary courses required in any Diploma programme, a total of 24 to 40 credit courses. The value of interrupted educational paths followed by some students can thus be recognized.

Diplomas

The Minister, following the college's recommendation, can award three types of diplomas to students who have successfully completed their studies:

— a Diploma of College Studies

— a Certificate of College Studies

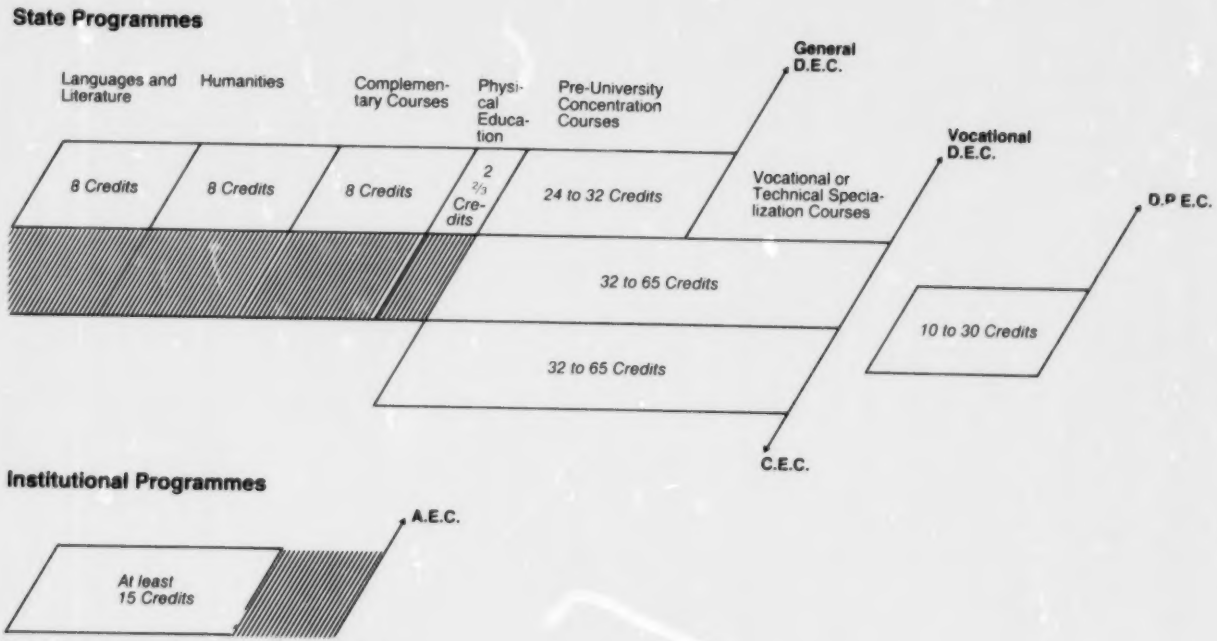
— a Diploma of Advanced College Studies

The college awards the Attestation of College Studies.

The diploma indicates the name of the student's programme.

Chart 3

Diagram of programmes offered in Québec's college education system



Note: The Credit is equivalent to 45 learning hours.

7. The Cegep: a Socio-Economic and Regional Development Tool

All regions benefit from the presence of Cegeps. This advantage is first reflected in the presence of an institution of higher education in the area. This fact has directly contributed to an increase in the level of schooling of the population, as witnessed over the past years. Young people are the first to gain from the presence of Cegeps in their area. Secondly come adults enrolled in continuing education. The attendance rate of adults in State and institutional programmes is significant here.

Finally, in light of the fact that adult education offers non-credit learning activities, the Cegeps' contribution to regional socio-economic development is all the more important.

Most of those working in the vocational programmes provided by continuing education services come from the region's work environments — industries, business, public and para-public services. This is why these services play a pivotal role in the evolution of colleges, prompting them not only to meet short-term needs, but also to revise the content of regular teaching and adjust it in keeping with technological changes.

Moreover, it is evident that a concentration of material and financial resources in one area creates a center of expertise with benefits for the area and some industrial sectors.

Specialized Technical Centres

The creation of twelve specialized technical centres, among other things, is evidence of the importance of these consequences on regional development. Designed to strengthen the cooperation between colleges and companies, these centres seek to maximize the quality and pertinence of vocational education:

— by developing industrial research;
— by providing technical support mainly to small and medium size businesses;
— by providing them with information in order to help their adaptation to new technologies.

Their mission is all the more necessary as almost 90% of Québec companies are small and medium size businesses, that is to say with less than two hundred employees. The Cegeps' resources are available to these businesses through assistance-advice services and technological exchanges.

The geographical location of these specialized technical centres, like their mission, is evidence that the maximum development of technical knowledge in Cegeps is sought along with the benefits it brings to the regions and industrial sectors.

Other Development Tools

Because of the areas selected, specialized technical centres also serve, if need be, other Cegeps orientated in the same fields. They are therefore linked to both industry and other college education institutions.

This model also served to channel the Cegeps' mission in areas other than industry itself. Arts and crafts, be it stringed instruments, design, leather, wood, precious metal or glass works, etc. needed special support. Two Cegeps, those of Limoilou and Vieux Montréal, have each established a centre aimed at the promotion of arts and crafts. Furthermore, Cegeps can take advantage of the Act to set up similar activity centres: outdoor activities, tourism, hunting and fishing, data processing, etc.

The Cegep in the Community

In many cities, the Cegep is the primary institution of higher learning. Its premises and equipment make it an indispensable tool for the promotion of cultural life. Whether in the area of theatre, music, cinema, or photography, the college plays a leading role in the animation of the student community and the local community as a whole.

Gal. 1 — 14645

Chart 4

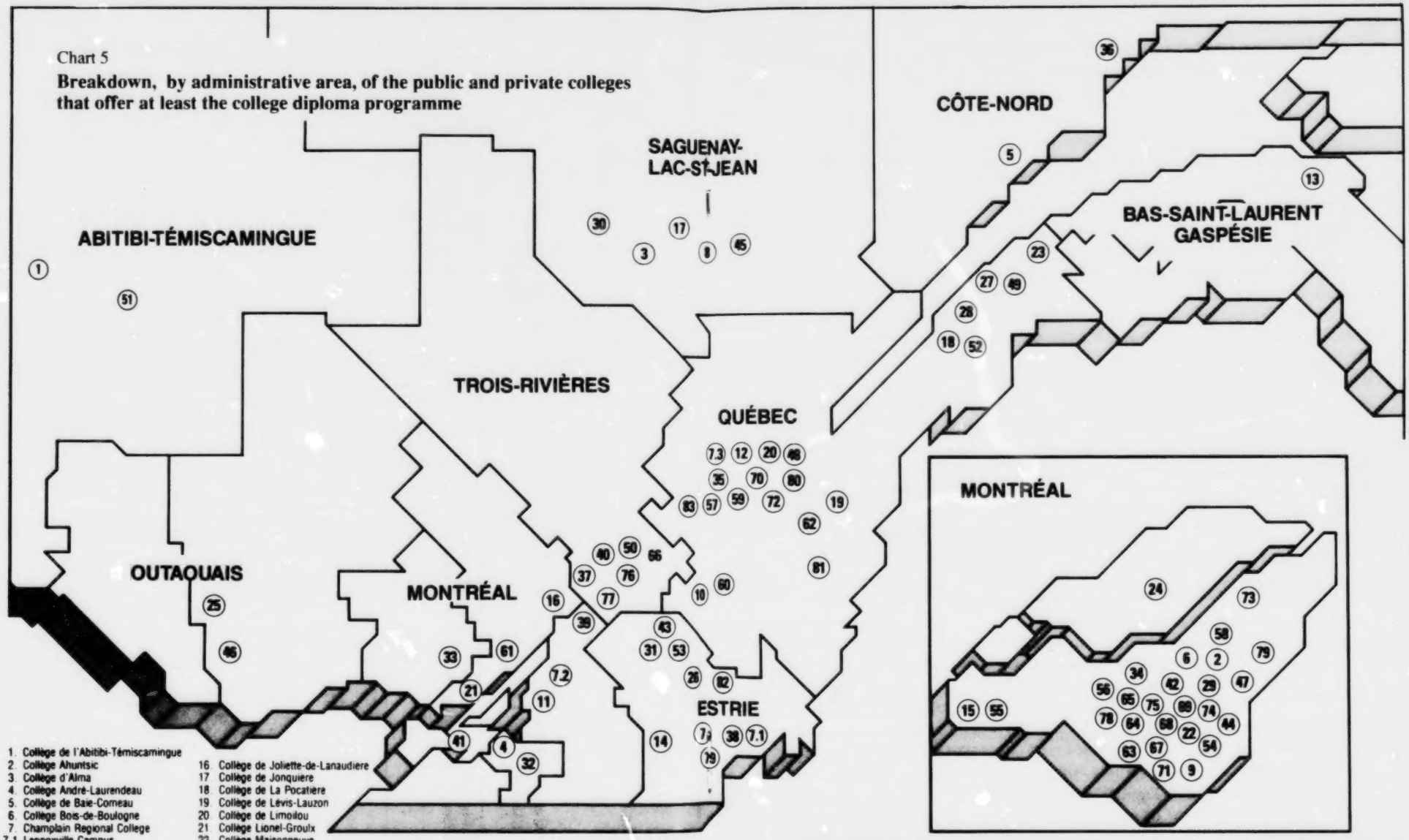
Québec's administrative regions: Number and percentage of inhabitants, cegeps as well as students between 17 and 19, 20 and 34, regular education and continuing education for 1986-1987

Administrative Region	No. of inhabitants (1)	%	No. of Cegeps	No. of inhabitants between 17 and 19 (2)	%	No. of Students in Regular Education (3)	%	No. of inhabitants between 20 and 34 (1)	%	No. of Students in Cont. Ed. (4)	%
Lower St. Lawrence and Gaspe Peninsula	239 325	3,6	3	13 810	4,1	6 347	4,7	67 282	3,7	8 456	5,2
Saguenay and Lake St. John	311 849	4,7	4	16 827	5	8 412	6,2	91 135	5	13 927	8,6
Quebec	1 060 216	16	7	53 074	15,7	22 690	16,6	292 832	16	27 793	17,2
Trois-Rivières 4)	455 020	6,9	4	22 540	6,7	9 269	6,8	121 479	6,6	9 612	5,9
Eastern Townships	243 328	3,7	1	13 106	3,9	5 931	4,3	64 492	3,5	5 908	3,7
Montreal	3 719 502	56,3	21	184 008	54,5	75 097	55,1	1 023 142	55,9	86 211	53,3
Ottawa River	285 072	4,3	1	16 230	4,8	4 144	3	80 993	4,4	4 000	2,5
Abitibi-Témiscamingue	159 064	2,4	1	9 149	2,7	2 591	1,9	46 789	2,6	2 550	1,6
North Shore	118 819	1,8	2	7 413	2,2	1 875	1,4	37 103	2	3 150	1,9
Nouveau Quebec	18 430	0,3	0	1 182	0,4	0	0	5 445	0,3	0	0
Total	**6 610 625**	**100**	**44**	**337 339**	**100**	**136 356**	**100**	**1 830 692**	**100**	**161 607**	**100**

1. Perspectives démographiques régionales, 1981-2006, Bureau de la statistique du Québec.
2. Same source. The statistics cover the year 1984-1985.
3. S.I.G.D.E.C. — 1987-10-13.
4. Annuaire 1987-1988 — Fédération des cégeps.

Chart 5

Breakdown, by administrative area, of the public and private colleges that offer at least the college diploma programme



1. Collège de l'Abitibi-Témiscamingue
2. Collège Ahuntsic
3. Collège d'Alma
4. Collège André-Laurendeau
5. Collège de Baie-Comeau
6. Collège Bois-de-Boulogne
7. Champlain Regional College
7.1 Lennoxville Campus
7.2 St-Lambert-Longueuil Campus
7.3 St-Lawrence Campus
8. Collège de Chicoutimi
9. Dawson College
10. Collège de Drummondville
11. Collège Édouard-Montpetit
12. Collège François-Xavier-Garneau
13. Collège de la Gaspésie et des Îles
— Institut des pêches du Québec
14. Collège de Granby
15. John-Abbott College
16. Collège de Joliette-de-Lanaudière
17. Collège de Jonquière
18. Collège de La Pocatière
19. Collège de Lévis-Lauzon
20. Collège de Limoilou
21. Collège Lionel-Groulx
22. Collège Maisonneuve
23. Collège de Matane
24. Collège Montmorency
25. Collège de l'Outaouais
26. Collège de la région de l'Amiante
27. Collège de Rimouski
Institut de marine du Cégep de Rimouski
28. Collège de Rivière-du-Loup
29. Collège de Rosemont
30. Collège de Saint-Félicien
31. Collège de Saint-Hyacinthe
32. Collège Saint-Jean-sur-Richelieu
33. Collège de Saint-Jérôme
34. Collège de Saint-Laurent
35. Collège de Sainte-Foy
36. Collège de Sept-Îles
37. Collège de Shawinigan
38. Collège de Sherbrooke
39. Collège de Sorel-Tracy
40. Collège de Trois-Rivières
41. Collège de Valleyfield
42. Vanier College
43. Collège de Victoriaville
44. Collège du Vieux-Montréal
45. Conservatoire de musique de Chicoutimi
46. Conservatoire de musique de Hull
47. Conservatoire de musique de Montréal
48. Conservatoire de musique de Québec
49. Conservatoire de musique de Rimouski
50. Conservatoire de musique de Trois-Rivières
51. Conservatoire de musique de Val-d'Or
52. Institut de technologie agro-alimentaire (La Pocatière)
53. Institut de technologie agro-alimentaire (St-Hyacinthe)
54. Institut de tourisme et d'hôtellerie
55. Macdonald College
56. Académie Centrennale (1975) Inc.
57. Campus Notre-Dame-de-Foy
58. Collège André-Grasset
59. Collège Bart (1975)
60. Collège d'affaires Ellis Inc.
61. Collège de l'Assomption
62. Collège de Lévis
63. Collège de secrétariat Notre-Dame
64. Collège Français
65. Collège Jean-de-Brébeuf
66. Collège Laflèche
67. Collège La Salle (1976)
68. Collège Marianopolis
69. Collège Marie-Victorin
70. Collège Mérici
71. Collège O'Sullivan de Montréal Inc.
72. Collège O'Sullivan de Québec Inc.
73. Collège Saint-Jean-Vianney
74. Conservatoire Lassalle (1964) Inc.
75. École Beth Jacob
76. École commerciale du Cap
77. École supérieure de musique
78. École Vincent-d'Indy
79. Institut Teccart Inc.
80. Le Petit Séminaire de Québec
81. Petit Séminaire de Saint-Georges-de-Beauce
82. Séminaire de Sherbrooke
83. Séminaire Saint-Augustin

8. Parties in the Colleges' Education and Administrative Processes

The student

The student's social behaviour must conform to the college's code of student conduct. The student's education is governed, academically, by the Regulation Respecting the Basis of College Organization, adopted by the Government.

The Student's Admission

For admission to a college, a student must have a Diploma of Secondary Studies. This general requirement can be accompanied by other conditions such as specific secondary level courses in mathematics, physics, chemistry, or biology. The colleges may set other entrance requirements for certain programmes such as airplane piloting, police training, nursing, etc. Students are informed of these requirements in secondary school.

Most Cegeps have regional admission services. The student sends his application to this service, stating which Cegep he wishes to attend. As for private colleges, and other institutions, the student sends his request directly to the institution. For adults who are not in school, regional information and referral centres are currently being set up. Their role is to establish, in each of the nine administrative regions, a link between the different partners: secondary institutions, collegial institutions and the Vocational Training Commissions of the ministère de la Main-d'oeuvre et de la Sécurité du revenu.

Registration and the Student's Status

In both regular education and continuing education, the student first registers in a programme. Regular education programmes usually lead to a Diploma of College Studies (General or Vocational). Programmes leading to a Certificate of College Studies, a Diploma of Advanced College Studies and an Attestation of College Studies are offered by continuing education. Continuing education may also register students for courses that are not within programmes. Furthermore, colleges may set up activities to meet specific short-term educational and retraining needs.

The difference between regular education and continuing education does not rest solely on the type of programme but also on the pace of studies. Thus, in regular education, a student is full-time, i.e. he takes at least four courses per 82 day semester, which is the equivalent of at least 180 class hours. The school year is made up of two semesters — from September to December and from January to May. In the summer, a student may take

courses in order to advance more rapidly or to finish his programme if he is missing only one or two courses for his diploma.

Educational Programme

For each course within his programme, a student will receive a detailed course outline from the teacher. This course outline includes a description of the aspects of the disciplines or techniques which the student must master, the course objectives and evaluation methods. To pass a course, the student must have at least 60%. The results of all successfully completed, dropped or failed courses will appear on the student's cumulative record.

The college can exempt the student from following a course within his programme. It can also allow the student to substitute one course for another. Finally, the college can recognize, as equivalent, courses or extra-experiential acquired knowledge or skills as long as the student can show that he has reached the objectives of the course he should normally follow.

This last measure is of great importance for adults who are resuming their education. As a matter of fact, colleges are currently developing tools which will allow them to evaluate the routine application of this provision of the Regulation Respecting the Basis of College Organization within a policy on experiential learning. The Department is financially supporting this method of evaluation which is drawing on the know-how of many American states.

Support Services Available to the Student

Needless to say, the student's first support comes from his teacher. However, non-teaching professionals also provide him with considerable support: personal academic guidance, academic counselling and student placement, psychological support, etc. Other community services are available to him in the areas of health, leisure, culture, etc.

Student Associations

In every Cegep, students belong to an association. Two main student bodies represent them on the provincial level: the Association nationale des étudiants et étudiantes du Québec and the Fédération des associations étudiantes des collèges du Québec.

Growth in the Rate of Access to College Education

Since the inception of Cegeps, the probability of pursuing college education has increased markedly for secondary graduates. This progress is particularly pronounced in the female student population.

Chart 6

Probability of pursuing full-time college education according to sex and type of education

	1972	1976	1981	1984	1985
Men	**40,4**	**39,1**	**42,7**	**51,0**	**53,1**
General	26,1	26,0	26,5	32,0	33,7
Vocational	14,3	13,2	16,2	19,0	19,4
Women	**36,0**	**41,8**	**49,9**	**60,8**	**65,0**
General	20,1	23,4	27,7	35,7	38,8
Vocational	15,9	18,3	22,2	25,1	26,2
Over-all	**38,2**	**40,4**	**46,2**	**55,8**	**59,0**
General	23,1	24,7	27,1	33,8	36,2
Vocational	15,1	15,7	19,1	22,0	22,8

Source: ministère de l'Éducation, Facts on Primary and Secondary Education, 1987.

Age at Registration and Duration of Studies

A student is about 17 years old at registration. Every student takes, on the average, 22 hours of courses per week. Students in regular education usually need more time than officially provided for to finish their programme: in the general sector, 4.6 semesters instead of 4, and in the vocational sector, 6.2 semesters instead of 6. These average lengths of time increase if the student changes programme during his studies. This phenomenon is partially explained by an increase in the knowledge required by some programmes and by the fact that students, especially during the first semester, change programmes. Part-time work also undoubtedly contributes to this phenomenon.

Completion of Diploma

Recent studies indicate that between 60% and 70% of students finish their programme and receive their diploma. In 1962, however, only 41% of them finished their technical education; the rate in the number of diplomas granted has therefore increased by 25% in three decades.

Financial Situation of Students

Under the Student Loans and Scholarships Act, the Government grants financial aid, in the form of loans and bursaries, to students who have financial needs that neither they nor their parents can meet.

A survey conducted by the Bureau de la statistique du Québec in 1986 indicated that a student's average annual expenses were $4,230. About 42%

of college level students (30% in general programmes and 54% in vocational programmes) received loans and bursaries in an average amount of $2,582. On the other hand, 89% of students work not only during the summer, but also during the school year. During the summer break, which represents 11 weeks, 83% of students have a job that provides them with an average of $1,724. During the school year, 70% of them work and receive an average income of $1,690.

Adult Students

It is much more difficult to define adult students. Generally speaking, adult students are between 20 and 34, usually register for part-time studies and if they pursue full-time studies, it is in the context of retraining or upgrading programmes. Usually, unemployed persons who go back to school enrol in a Certificate of College Studies or Attestation of College Studies programme. Some of them in this case are given grants provided by federal and provincial employment support programmes.

Students in Private Institutions

Overall, the characteristics of students in private institutions are similar to those of Cegep students. The main difference between the two groups lies in tuition fees. In private institutions, the student must pay fees that depend on the grants awarded by the Government according to the institution's official status; these fees are taken into account when calculating the financial aid to which the student is entitled.

Chart 7

Breakdown of students by type of institution, field of study and sex 1986-1987[1]

		Public Colleges	Private Colleges Receiving Grants	Private Colleges with Permits	Government Schools	Total
Number of Institutions		44 (41,9)	26 (24,8)	25 (23,9)	10 (9,5)	**105**
Overall	M	64 799 (47,5)	7 335 (35,8)	N.D.	825 (50,9)	
	F	71 557 (52,5)	13 155 (64,2)	N.D.	796 (49,1)	
	T	136 356 (84,7)	20 490 (12,7)	2 525 (1,6)	1 621 (1,0)	**160 992**
General	M	33 941 (24,9)	5 331 (26,0)	N.D.	50 (35,7)	
	F	36 336 (26,6)	6 390 (31,2)	N.D.	90 (64,3)	
	T	70 277 (51,5) (85,3)	11 721 (57,2) (14,2)	220 (8,7) (0,3)	140 (8,6) (0,2)	**82 358** **(51,2)**
Vocational	M	30 131 (22,1)	2 001 (9,8)	N.D.	775 (52,3)	
	F	34 562 (25,4)	6 757 (33,0)	N.D.	706 (47,7)	
	T	64 695 (47,5) (83,8)	8 758 (42,8) (11,3)	2 305 (91,3) (3,0)	1 481 (91,4) (1,9)	**77 237** **(48,0)**
Outside Programme	M	727 (0,5)	3 (0,0)	0	0	
	F	659 (0,5)	8 (0,0)	0	0	
	T	1 386 (1,0) (99,2)	11 (0,0) (0,2)	0	0 (0,8)	**1 397** **(0,2)**

(1) Data as of October 13, 1987 from the Direction générale de l'enseignement collégial.
(2) Data from the Administration of Private Education of the Direction générale de l'enseignement collégial.

Faculty

Status and Number of Teachers

The teacher is an employee of the college and not of the State. The rules for college financing by the State provide for one teacher for 14.1 students. This is an overall teacher-student ratio which applies to regular education. In 1987, there were approximately 15,000 teachers in Cegeps and private colleges, 11,000 were full-time.

Working Conditions

Teachers are the main work group in colleges. Some working conditions and more particularly their salary are determined at the provincial level, for all Cegeps, following negotiations between the unions and the State. Cegep teachers come under two federations: the Fédération nationale des enseignants et enseignantes du Québec (F.N.E.E.Q.) and the Fédération des enseignants et enseignantes de cégeps (F.E.C.).

Collective agreements stipulate among other things that after two years of work, a teacher acquires tenure and employment security.

Workload

The teacher is required to provide 15 hours of courses per week, not counting the support he provides to students. However, in the case of technology teachers with laboratory work and practical training supervision, the weekly workload is greater. This is compensated however by a reduction in the number of students.

Professional Development

The need for development or for upgrading knowledge and skills is inherent in professional work. It is more vital in the case of a teacher. Thus, the numerous development activities organized for and often by Cegep teachers, both in-house and outside the Cegep (universities, industry, conferences, etc.), demonstrate a concern for improving the quality of services.

A survey indicated that there are 19 programmes of activity within various departments which contribute directly or indirectly to the upgrading of knowledge and the mastery of new technologies. The steady efforts at improvement in the university sector can also be added to these activities. Among them, the Performa programme which, under the responsibility of the Université de Sherbrooke, groups together 34 colleges for local activities, is most noteworthy. Also, practical training periods in industry are expanding, especially as the new professional development programme aimed at adaptation to technology and discipline changes allows for long-term practical training periods in industry.

Research

The importance of improvement activities is first seen in the basic personal research carried out by a teacher who is taking advanced courses. These activities meet his own intellectual needs and personal interests.

In addition to personal and pedagogical research, technological research is an important field of development for college teachers.

Since 1972, Cegep teachers have carried out 640 research projects at a cost of over 16 million dollars. This is, needless to say, an important aspect of the professional activity of teachers and other college employees who assist them.

It is fitting to point out that the creation, in 1982, of the Fonds pour la formation de chercheurs et l'aide à la recherche and the organization of a grant programme for Cegep teachers have sparked greater activity by teachers in the field of research. In fact, between 1982 and 1987, 535 requests from 300 researchers in 40 Cegeps were submitted. The fact that this research was mainly in the field of technological and regional development is indicative of the teachers' increased participation in their environment.

Learning Material

It is important to mention the abundant learning material that Cegep teachers in all disciplines and technologies have at their disposal.

These tools are most often textbooks, audio-visual productions and educational software circulated throughout the network.

Besides these aids which are linked directly to teaching — and do not, of course, include individual class preparation work — there are other publications by Cegep teachers whose importance is difficult to evaluate: magazine articles, scientific journals, novels, pieces of poetry, plays. These contribute significantly to Québec's cultural and scientific life.

Chart 8

Amount of learning material produced by discipline and technology block and by type of production from 1980 to 1986

	Audio-visual	Printed	Computerized
Languages	7	24	2
Mathematics	11	21	8
Biology, Health, Agriculture and Forestry Technologies	70	47	8
Chemistry, Physics, Biology, Chemical, Mineral and Geological Technologies	11	68	32
Building and Public Works Technology	16	16	5
Geography, Cartography and Geodesy	6	2	—
Social Sciences and Technologies	69	96	13
Commerce and Business Technologies	27	36	20
Arts and Art Technologies	32	16	—
Total	**249**	**326**	**88**

Source: Direction générale de l'enseignement collégial

Participation in College Orientation and Management

In colleges, teachers are part of departments. These are made up of teachers of the same or related disciplines or of teachers of the same technology. This is the first level of academic management where teachers share course loads that are within the department's responsibility.

Furthermore, the General and Vocational Colleges Act provides for teacher representation on the two most important bodies governing the college: the senate and the board of governors. Of the twenty board members, three are teachers from the college and are elected by secret ballot by their fellow teachers. At least three members of the senate must be chosen from among the persons named by the colleges' teachers.

Most institutions have set up a senate, or a similar body which allows teachers to help define the direction of the college, programmes and policies pertaining to teaching or the evaluation of learning.

Non-teaching Personnel

Colleges are complex organizations requiring the contribution of categories of personnel other than teachers. There are eight such categories. The duties, working conditions and salary of these employees are also determined by collective agreements. However, the working conditions of managers and administrators are established by Government decree.

Chart 9

Categories and number of non-teaching personnel in cegeps in 1985-1986

	Number of employees
Administrators	592
Managers	253
Professionals	699
Technicians	1,251
Assistant Technicians	261
Clerical Workers	2,079
Workmen	333
Maintenance and Service Staff	819
Total	**6,287**

Source: Direction générale de l'enseignement collégial

College Administrators

Role of the Board of Governors

The board of governors is the authority that exercises the college's rights and powers. As such, the board is not only responsible for the management of the college but also for the achievement of its mission. The board determines the orientation of services, particularly teaching, according to the needs of the community served by the college.

The General and Vocational Colleges Act stipulates that the Cegep is a corporation administered by twenty persons appointed by the Minister. This power of appointment is carried out following consultation or elections. Board membership is divided as follows:

— four representatives from socio-economic groups;

— a representative from universities;
— a representative from school boards*;
— a non-teaching professional of the college (elected);
— four parents of students of the college (elected);
— two students of the college (elected), one of whom is registered as an adult student;
— a member of the support staff of the college (elected);
— three teachers of the college (elected);
— the director general (a member ex-officio);
— the academic dean (a member ex-officio);
— the director of student services (a member ex-officio).

Chairman of the Board of Governors

The board elects its chairman each year from among those members who are not part of college staff or student body.

Regulations and Powers of the Board of Governors

In addition to a regulation on its internal administration, the board may adopt — unless its powers have been restricted by the Minister — by-laws or resolutions pertaining to the purchase of moveable and immoveable property or regarding the determination of special admission requirements for students, while allowing for bussing and agreements with school boards.

Executive Committee and Director General

An executive committee, which must be presided over by the director general and composed of board members, sees to the day-to-day administration of the college.

It rests with the director general to see that board and executive committee decisions are carried out.

Services pertaining to the conservation of the college's acts and to personnel management are assumed by the director general on behalf of the board of governors.

Persons Responsible for Academic Matters

The board establishes a senate whose main function is to advise it as to the organization and development of instruction. Although the Act does not

* School boards are public organizations responsible for providing pre-school, primary and secondary educational services in a given region.

set the exact number of members, the senate must include the academic dean who is ex-officio, and three members selected from among the persons designated by the teachers of the college.

In actual fact, questions pertaining to the administration of programmes and courses are directed to the academic dean and department heads. Moreover, in most colleges, continuing education comes under academic administration. Once again it is fitting to State that a college's academic administration is regulated by the Departmental of Education's Regulation Respecting the Basis of College Organization and the College Programme Catalogue.

Persons Responsible for Student Services

The administration of some student services required the implementation of an appropriate structure. With the support of counsellors or animators, the head of student services sees that the students' needs are met. These services include housing assistance, distribution of loans and bursaries, S.O.S. funds, as well as psychosocial, cultural, sports and student placement services.

Persons Responsible for Material and Financial Management

Most colleges have a director of administrative services who is in charge of financial services. He reports to the director general and is responsible for the preparation and management of budgets granted to the college by the Government or from other sources.

The development of a Cegep's various services, such as a precise definition of their respective mandate, is the responsibility of the board of governors and executive committee. It is therefore difficult to put together one organization chart for all colleges. The scope of the departments, their diversity and their chain of command depend on the size of the colleges and the management model approved by the institution's administration.

9. Organization of College Education at the Provincial Level

Provincial Associations of Colleges

The grouping of colleges into associations favours the promotion of the institutions as well as the attainment of consensus on matters of common interest.

In college education, there are three associations of institutions. The first one, the Fédération des cégeps du Québec, unites the 44 public colleges. The second, the Association des collèges du Québec, includes 24 subsidized pri-

vate institutions. The latter are, according to the designations stipulated in the Act Respecting Private Education, declared to be of public interest or recognized for purposes of grants. Finally, the last group, the Conseil des écoles professionnelles privées, recruits its members from the other private collegial and secondary institutions. These institutions have a permit and do not receive any Government grants. The Conseil des écoles professionnelles is a member of the Canadian body known as the Commission nationale d'accréditation d'enseignement professionnel, a national committee for certification of vocational education.

Given its nature and objectives, the Fédération des cégeps is the Department's authorized spokesman on matters concerning all Cegeps. Private institution groups play a similar role for institutions set up under the Act Respecting Private Education. In particular, the objectives of the Association des collèges du Québec are greatly akin to those of the Fédération des cégeps.

Principal Acts Governing College Education

Between 1964 and 1985, the application of acts pertaining to education came within the jurisdiction of the Minister of Education. In 1984, the Government divided the ministère de l'Éducation. The Minister of Education remained responsible for primary and secondary education while the Minister of Higher Education and Science became responsible for college and university education as well as for the development of science. Fields within the competence of the Minister of Higher Education and Science according to article 8 of the Act respecting the ministère de l'Enseignement supérieur, de la Science et de la Technologie:

"8. The Minister shall devise policies relating to the fields within his competence and propose them to the Government with a view to, in particular:

(1) contributing, by means of promotion, development and support programs in those fields, to the enhancement of the scientific, cultural and professional level of the population of Québec as a whole and of individuals;

(2) giving access to the higher forms of learning and culture to any person who wishes to have access thereto and has the necessary ability;

(3) contributing to the integration of the orientations and activities of his department with the general government policy and with economic, social and cultural needs.

The Minister shall supervise and coordinate the carrying out of the policies.

The Minister shall also be responsible for the administration of the Acts assigned to him."

The Minister sees to it that the three Acts pertaining to college education are applied: the General and Vocational Colleges Act, the Act Respecting Private Education, and the Act Respecting the Conseil des collèges (Council of colleges). In addition to these, are the Student Loans and Scholarships Act as well as the Act Respecting the Accreditation and Financing of Students' Associations. Lastly, as Minister responsible for networks of educational institutions, he takes part with the Treasury Board in the negotiations of the collective agreements that govern the working conditions and salary of the various groups of employees in the institutions.

General and Vocational Colleges Act

Limitation of the Cegep's Educational Activities

Not only is it up to the Minister to recommend to the Government the creation of Cegeps but it is also up to him to grant institutions the right to offer educational programmes. Moreover, since Cegeps are financed by the Government in order to offer educational activities, the Minister controls as it were the scope of their action. These controls currently have many forms: decision as to the programmes a college can offer, approval of annual budgets, determination of student quotas for each programme, authorization to open educational subsidiaries in outlying areas, withdrawal of some programmes, etc.

Government Regulation and Jurisdiction

The Minister may also recommend that the Government adopt general by-laws. The Act provides for six possible areas of regulation: by-laws that a college must adopt; curricula; admission of students; exams and diplomas; qualifications of faculty, financial management of immoveable property; accounting; auditing and data to be submitted to the Minister; lastly, the information that must be provided in the annual report.

Many of these items have been dealt with in Government decrees. Besides the Regulation Respecting the Basis of College Organization, the main areas that have been brought under regulation are: the auditing of the Cegeps' financial statements, tuition fees required of students coming from outside Québec, related fees that a college may require a student to pay.

Under the Act, colleges are obliged to regularly inform the Minister of by-laws they adopt and to submit an annual report of their activities.

Financial Management and Allocation of Resources

The allocation of public funds towards free schooling for students is determined according to estimated enrolments. As well, Cegeps must submit

each year to the Minister, at a time determined by him, their budget forecasts for the following fiscal year.

All capital projects are part of a three-year plan which is revised annually, and annual budgetary rules are sent to the network of colleges and to each Cegep regarding operating budgets.

Minister's Powers of Investigation

With regard to the operation of colleges, the Act grants the Minister the power to appoint a person, as commissioner, to make an inquiry into matters related to the educational methods, administration or operation of a college. At the end of such an inquiry, the Minister appoints, if need be, an administrator responsible for the proper use of public funds as well as the institution's management.

Act Respecting Private Education

This Act covers private primary and secondary educational institutions, under the jurisdiction of the Minister of Education, as well as private colleges, under the jurisdiction of the Minister of Higher Education and Science.

The Act stipulates that the Minister exercises his powers in the area of private education following consultation with the Commission consultative de l'enseignement privé (Advisory Commission on Private Education).

At the collegial level, the Act allows for the creation of three types of private educational institutions depending on the kind of education provided:

— institutions declared of public interest: the State gives them an average grant per student amounting to approximately 65% of the amount given in public education;
— institutions recognized for purposes of grants: they receive an annual grant per student equivalent to about 55% of the amount given in the public sector;
— institutions that have a teaching permit: they do not receive any financing directly from the Government.

Regardless of their status, these institutions must provide educational activities approved by the Minister. Besides, it is the Minister who sanctions studies by conferring college diplomas or certificates.

Act Respecting the Conseil des collèges

Mandate

When the ministère de l'Éducation was created in 1964, the Québec Government immediately established the Conseil supérieur de l'éducation. The general mandate of this Council is to advise the Minister on policies,

regulations, curricula and financing of institutions. In addition to two confessional committees, one Catholic and the other Protestant, the Council created boards responsible for studying the primary, secondary and university levels of education as well as a continuing education board. Every year, the Council submits a report to the Minister on the state of education and the needs in this area.

The Conseil des collèges, created in 1979, has a similar mandate for the college level.

Function

Given its jurisdiction which includes general and vocational education in the public and private sectors, the function of the Conseil des collèges is to advise the Minister of Higher Education and Science.

The advice deals in particular with the mission and orientations of this level of education and the exercise of the duties and powers conferred on the Minister under the General and Vocational Colleges Act. The Council has the power to study the various aspects of educational management, whether under the competence of the Department or the institutions.

Composition

The Council is made up of twenty members appointed by the Government. Besides the chairman of the Council and the chairmen of its two boards, who are elected, the other members are appointed after consultation with the most representative groups. Thus, eight persons come from the college milieu, three from business and cooperative fields; three other members represent the parents, university milieu and secondary milieu respectively. The Government also appoints a civil servant who does not have a vote.

The Act establishes two commissions whose members, named by the Council, cannot exceed eight in number. The first one is responsible for examining the colleges' institutional evaluation policies and their application. The second handles vocational and technical education and acts as intermediary between the Council and the different organizations involved in this type of education. Both commissions, in accordance with their mandate, advise the Council and provide it with ideas.

Student Loans and Scholarships Act

This Act provides for two kinds of financial aid: first, a loan which is granted to the student depending on his financial resources. This loan is granted by a credit institution and is guaranteed by the Government who pays the interest until the student has finished his studies. On the other hand, a bursary, given following an assessment of the student's financial situation, is only granted after a loan.

Under the Act, and in accordance with the regulations adopted by the Government, the ministère de l'Enseignement supérieur et de la Science administers nine different programmes, the most important of which is the loans and bursaries programme which is intended for all students.

Loans and Bursaries Programme

Bursaries for handicapped students;

Bursaries for second-language studies;

Bursaries for second-language studies, summer courses;

Bursaries for second-language monitors (part-time or full-time);

Loans programme for the purchase of micro-computer;

Bursaries for the permanent representatives of students' associations;

Excellence bursaries for foreign students;

Deffered repayment programme.

Act Respecting the Accreditation and Financing of Students' Associations

This Act, which applies to public and private collegial institutions as well as universities, seeks to protect the right of association. It defines the way voting is to be carried out and compels the institution to recognize an elected association. In most Cegeps, students have chosen to avail themselves of the provisions of this Act.

10. Some Aspects of the Department's Work

There follows from the application of the various Acts governing college education an implicit task which is the administration of college education. At the centre of this administration is the planning of education.

The planning of education is not only accomplished by creating or recognizing institutions but also through a series of activities: definition of programme orientations and objectives, programme and course development, distribution of educational activities throughout the region through authorization and the fixing of quotas if necessary, the financing of required resources, etc.

Indeed, programmes must respond to the evolution of disciplines, technologies and work tasks. The benefit of these programmes must also correspond to the skills developed in the various institutions and the resources at their disposal, take into account the manpower needs of the area as well as

the more general, longer term employment possibilities. They are therefore revised regularly.

Programme development and revision are carried out with various parties: the universities for general programmes and industry or the labour market for technical programmes. However, the contribution of teachers especially is sought within a provincial programme coordination process of about one hundred academic committees whose work keeps pace with the needs.

Consultation is also carried out with the secondary level which precedes college, and with the university level which follows it. This is done by way of two committees directly responsible to the Minister: the Liaison Committee for Collegial and Secondary Education (C.L.E.C.E.S. — Comité de liaison de l'enseignement collégial et secondaire) and the Liaison Comittee for Collegial and Higher Education (C.L.E.S.E.C. — Comité de liaison de l'enseignement supérieur et collégial). On the other hand, joint work with industry, necessary to define technical education, is done particularly through industrial advisory committees.

The Minister then designates the institutions authorized to offer the programmes; he may also limit the quota of students the college can admit.

Lastly, the Minister finances the institutions. Every year, before a Parliamentary Committee, he justifies the monies spent by the Government on college education. An institution's annual budget is determined by a formula comprising various parameters that apply to both the operating budget and capital budget.

11. Conclusion

For Quebecers and those interested in education, the Cegep is more than an educational institution; it has become an institution with all the connotations implied by the word. It well deserves this title since it has answered the expectations that Québec had in the 60s.

It is important to remember that with the creation of Cegeps, the deficiencies that Québec had in educating its population have been made up. Furthermore, college education ensures the training of technicians whose contribution is essential to the economic development of Québec. The merit of this training is also recognized outside the province.

The fact that future technicians and students preparing for university studies have been brought together in a single institution has contributed to balancing the distribution of school populations from either sector by highlighting particularly technical and vocational education. The fact that universities are now admitting 15% of vocational programme graduates is indicative of the Québec school system's flexibility and the enviable reputation

acquired through vocational training. Furthermore, the fair distribution between the two sexes shows the most important step achieved in terms of equal access to education.

The growing number of adult students and the variety of education they can receive at the Cegep, as well as the institution's openness to the needs and concerns of the community are other positive elements to be added to a chart on the existence of Cegeps.

The endorsement of this type of institution by Québec's two linguistic communities, the Cegep's openness to citizens from other ethnic communities and the maintenance of a private network of institutions also show that this model of education is flexible and adaptable, thus ensuring its durability.

Annex 1

List of Public and Private Collegial Institutions offering a Diploma a College Studies

Public Collegial Institutions Under the Jurisdiction of the ministère de l'Enseignement supérieur et de la Science

Collège de l'Abitibi-Témiscamingue
Collège Ahuntsic
Collège d'Alma
Collège André-Laurendeau
Collège de Baie-Comeau
Collège Bois-de-Boulogne
Champlain Regional College
    Lennoxville Campus
    St. Lambert-Longueuil Campus
    St. Lawrence Campus
Collège de Chicoutimi
Dawson College
Collège de Drummondville
Collège Edouard-Montpetit
Collège François-Xavier-Garneau
Collège de la Gaspésie et des Îles
Collège de Granby
John Abbott College
Collège de Joliette-de-Lanaudière
Collège de Jonquière
Collège de La Pocatière
Collège de Lévis-Lauzon
Collège de Limoilou
Collège Lionel-Groulx
Collège de Maisonneuve
Collège de Matane
Collège Montmorency
Collège de l'Outaouais
Collège de la région de l'Amiante
Collège de Rimouski
Collège de Rivière-du-Loup

Collège de Rosemont
Collège de Saint-Félicien
Collège de Saint-Hyacinthe
Collège Saint-Jean-sur-Richelieu
Collège de Saint-Jérôme
Collège de Saint-Laurent
Collège de Sainte-Foy
Collège de Sept-Îles
Collège de Shawinigan
Collège de Sherbrooke
Collège de Sorel-Tracy
Collège de Trois-Rivières
Collège de Valleyfield
Vanier College
Collège de Victoriaville
Collège du Vieux-Montréal

Public Collegial Institutions Under the Jurisdiction of Other Departments

Conservatoire de musique de Chicoutimi
Conservatoire de musique de Hull
Conservatoire de musique de Montréal
Conservatoire de musique de Québec
Conservatoire de musique de Rimouski
Conservatoire de musique de Trois-Rivières
Conservatoire de musique de Val-d'Or
Institut de technologie agro-alimentaire de La Pocatière
Institut de technologie agro-alimentaire de Saint-Hyacinthe
Institut de tourisme et d'hôtellerie

College-Level Institution Under the Jurisdiction of the Faculty of Agriculture of McGill University

MacDonald College

Private Collegial Institutions Recognized by the Minister of Higher Education and Science

Centennial Academy (1975) Inc.
Campus Notre-Dame-de-Foy
Collège André-Grasset
Collège Bart (1975)
Collège d'affaires Ellis Inc.

Collège de l'Assomption
Collège de Lévis
Collège de secrétariat Notre-Dame
Collège Français (1965) Inc.
Collège Jean-de-Brébeuf
Collège Laflèche
Collège LaSalle (1976)
Marianopolis College
Collège Marie-Victorin
Collège Mérici
Collège O'Sullivan de Montréal Inc.
Collège O'Sullivan de Québec Inc.
Collège Saint-Jean-Vianney
Conservatoire LaSalle (1964) Inc.
Beth Jacob School
École Commerciale du Cap
École supérieure de musique de Nicolet
École Vincent-d'Indy
Institut Teccart Inc.
Le Petit Séminaire de Québec
Petit Séminaire de Saint-Georges-de-Beauce
Séminaire de Sherbrooke
Séminaire Saint-Augustin

Annex 2

Specialization Fields, Cegeps and Programmes of Study

	Specialization Field	Cegep	Programme of Study
1.	Office Automation and Information Management	Bois-de-Boulogne	Office automation systems of companies: analysis of needs, implementation of systems and impact measures.
2.	Forestry	Sainte-Foy	Parcelling out of forest, lumbering transformation of wood products and urban forestry.
3.	Metallurgy	Trois-Rivières	Foundry, welding and quality control.
4.	Furniture and Wood-work	Victoriaville	Transformation of wood into finished products, design, manufacturing and furniture manufacturing management.
5.	Fashion	LaSalle (private institution)	Fashion design, manufacturing and marketing of apparel.
6.	Mineral Technology	Région de l'Amiante	Applied geology, mining, treatment of ores, topometry and environment.
7.	Physical Technology	La Pocatière	Optics and lasers, vacuum technique, industrial acoustics, optical fibres, computerization of production processes and perfecting of high-tech equipment.
8.	Fishery	De la Gaspésie et des Îles	Fishing devices, fitting out fishing boats and treatment of marine products.

9.	Computerized Manufacturing	Jonquière	Control, supervision and management of processes done by programmable automata and computers. Operator-machine interfaces. Numerically controlled machine tool and robot manufacturing.
10.	Robotics	Lévis-Lauzon	Computer-assisted design, manufacturing and control, industrial robotics, mechanics and electronics.
11.	Computerized Systems	Lionel-Groulx	Computerization, electronics, microelectronics and robotics.
12.	Textiles	Saint-Hyacinthe	Fibre chemistry and physics. Manufacturing and quality control.

CEGEPS AND COLLEGE EDUCATION IN QUÉBEC

Where exactly does college education fit into Québec's school system? What is taught in Québec's colleges? How is one admitted to a college-level educational institution? What diplomas are granted?

These many questions are concretely answered in **Cegeps and College Education in Québec**. This publication moreover gives a general outline of the evolution of the Cegeps since 1967, the year of their creation. It provides an exact description of the structures and actual functioning of Cegeps. Finally, it clearly summarizes the services offered to the population by Cegeps. Here, then, is a basic information tool providing a reliable overview of this level of education.

Gouvernement du Québec
Ministère de l'Enseignement supérieur
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